

Programme 107.†

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(January to March, 1927.
April to July, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLEKT.)

FORM IV.

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text (as given in book used) must be
read and narrated first.

Old Testament History,* by J. M. Hardwich and the Rev.
H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 3-66
(selections from *II. Kings*, *Jeremiah*, *Isaiah*, *Micah*,
Nahum).

The Saviour of the World,* Vol. IV. (P.N.E.U. Office,
3/-), pp. 66-133, with Bible passages from index. *St.*
John's Gospel,* chapters 8-14, with S.P.C.K. Com-
mentary (9d.).

Optional : (a) *The Universal Bible Dictionary* (R.T.S., 7/6),
may be used for all names of persons and places. (b)
*S.P.C.K. Bible Atlas** (1/-). (c) *Historical Geography*
of the Holy Land, by S. R. Macphail (Clark, 1/-), pp.
72-94. (d) *Helps to the Study of the Bible* (Oxford
Press, 3/6). (e) *The Prayer Book in the Church*,
by the Rev. W. Hume-Campbell (Longmans, 3/-), pp.
29-44, with lessons on Lent, Holy Week, Easter. *The*
Church Catechism Explained, by A. W. Robinson
(Cambridge Press, 4/-).

For Sunday reading (optional) :

Heroes and Writers of the Book of Common Prayer, by
G. M. Forde (S.P.C.K., 3/6). *Keble's Christian Year*
(Oxford Press, 2/-). *Robert Morrison*, by M. Broomhill
(S.C.M., 5/-). *What mean ye by these Stones?* by
J. M. C. Crum (S.P.C.K., 1/6).

† The 107th term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1926). Hymns: *Songs of Praise* (Oxford Press, 2/6 and 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used)

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 41-66.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 596-632. Shakespeare's *Hamlet** (Blackie, 6d.). Scott's *Guy Mannerling** (Nelson, 1/6). Read from *Shakespeare to Hardy*, *An Anthology of English Lyrics** (Methuen, 3/6), contemporary poets,—Byron, Shelley, Keats, etc.

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. III., pp. 875-939 (1815-1858), or, *A History of Great Britain*,* by R. B. Mowat, Section 3 (Oxford Press, 3/-), pp. 661-783 (1815-1856). Continue a chart of the 19th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *Times Office*, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 564-606 (1815-1858) (omit questions).

Ancient Times: A History of the Early World,* by J. H. Breasted (Ginn, 10/6), pp. 445-532 (c. 323-264 B.C.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 95-117. North's Plutarch's *Lives: Demosthenes** (Blackie, 10d.). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 182-227 (narration instead of questions).

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

The Ambleside Geography Books, V.,* (Kegan Paul, 5/-), pp. 109-161 (Africa). *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 173-220. Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 139-211. Some account of the physiography of your neighbourhood, with diagrams. Phillips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week.

Natural History and Botany.

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 43-88. *Botany*,* by D. Thoday (Cambridge Press, 7/6), pp. 382-420. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate: e.g., migratory birds and lichens. Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192. *A Voyage in Space*,* by H. H. Turner (S.P.C.K., 7/6), pp. 87-137.

† Overseas members see special leaflet.

Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 55-96, 206-221.

Picture Study and Architecture.
Study, describe (and draw from memory details of) six reproductions* of pictures by Rembrandt (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for January, 1927. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 149-189.

French.¹ (See N.B. 3.)
Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 23-26 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *La Bastide Rouge*, by E. Berthet (Macmillan, 1/6). Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.). For French conversation teacher may find useful: *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Latin. (See N.B. 3.)
Limen,* Part I. (Murray, 2/6), pages 72-95, with corresponding exercises, and revise pp. 44-72. Narration of continuous passages.

German.¹ (See N.B. 3.)
Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 22-25, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/6), *Hercules*, Nos. 13-21.

or, preferably, Italian.¹ (See N.B. 3.)
Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 33-36, 42-44, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters xi.-xx. (inclusive).

Arithmetic. (See N.B. 3.)
Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 124-131, Simple and Compound Interest; Mensuration, sections 215-218. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VII. (Teacher's Book, 1/4).
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

¹ Schools may substitute the national language.

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 184-186 (Ex. 1-5), 188-201, and revise Section II. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 139, 148-153, 169-177, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Studies in Perspective: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Winter trees. Figures,—two minutes' poses. Illustrations of scenes from Literature. Memory drawings. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Brahms, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see under "Our Work" (January P.R.). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 64-106; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term VII.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalm 107. Two poems from anthology set, or, a scene from *Hamlet*. Hymns by Keble.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. II., Books 21-24. Dickens' *David Copperfield** (Dent, 2/-). Lamb's *Essays of Elia** (Blackie, 1/6).

Music.

Choose and learn a suitable composition from *The Term's Music*: Brahms.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-), or, *The Pocket Sing-Song Book* (Novello, words and music,

1/6). For unaccompanied singing: *The Shropshire Song Book*, Part I. (with Descants), arranged by Nicholas Gatty and Alan Gray (Stainer & Bell, Voice Part, 6d.), see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey and Net Ball.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Make rush baskets, chair seats, etc.: *Rushwork* (Dryad, 1/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Arrange and act a scene from *Guy Mannering*. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV. (average age 14).

For N.B. 3 see enclosed General Notes' Leaflet.

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The Parents' Union School.

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FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Write fully on Isaiah (*a*), as counsellor, (*b*), as prophet.
2. Give some account of the work and the reign of Josiah.
In what way was his influence a lasting one?
- II. 1. What discourse of our Lord and what discussion followed the healing of the man blind from his birth?
2. "He began to wash the disciples' feet." Give a full account of the scene. What lessons may we learn.
3. Write fully on our Lord's reply to St. Peter's confession, "Thou art the Christ, the Son of the living God" (*Saviour of the World*).

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

Fancy, by John Keats,—“Thou shalt . . . mossy nest.”

Composition.

1. Twenty lines in blank verse upon one of the following,—
“Hamlet,” “Dominie Sampson,” “Meg Merrilies,”
“Penelope,” “a storm wind,” “sights and sounds of Spring.”
2. A dissertation on the joys of life by one of the following,—
“Mr. Micawber,” “Chancellor Pleydell,” “Dandie Dinmont,” “Traddles.”

English Grammar.

1. Analyse, parsing the words in italics,—
“The hollow sea-shell *that for years hath stood*
On dusty shelves, *when* held against the ear
Proclaims its stormy parent; and we hear
The faint *far* murmur of the *breaking* flood.”
2. Write notes on two of the following,—(a), the comparison of adjectives, (b), numerals, (c), the Relative pronoun.
3. Classify the conjunctions showing their uses in sentences.

Literature.

1. Write a brief essay on Shelley's poetry, quoting favourite lines where you can.
2. Describe the parts played by the following characters in *Hamlet*, — “Laertes,” “Polonius,” “Horatio,” quoting lines where you can.
3. Mention six scenes in (a), *Guy Mannering*, (b), *David Copperfield*, that you have enjoyed, and describe one of them, in either (a) or (b).

English History.

1. “When the war came to an end” (1815) “there was a general expectation that peace and plenty would flourish together.” Give some account of the subsequent events showing that this expectation was not realized for some years.
2. Write briefly on (a), Lord Grey and his work of Reform, (b), Canning and his foreign policy. Dates.
3. Describe briefly the events that occupied the early years of Queen Victoria's reign. Dates.

General History.

1. The Hellenistic age “was an age of inventions like our own.” Explain and illustrate with reference to the great Greek scientists. What have you to say of the earliest State libraries?
2. Give some account of the time when Rome became a city-kingdom under an Etruscan King.
3. “The chief effects of the Napoleonic invasion of Germany were three in number.” Describe these and the character of the constitution finally adopted.

Citizenship.

1. Write upon Courage, showing that because we all have courage, various forms of courage are due from each of us. Illustrate from the books read this term.
(Only for those who have studied *Ourselves*.)

2. Comment upon, with illustrations from his life, the celebrated inscription on the pedestal of Demosthenes' statue,—

“Divine in speech, in judgment, too, divine,
Had valour's wreath, Demosthenes, been thine,
Fair Greece had still her freedom's ensign borne.”

3. Discuss briefly the “priceless liberties of free speech and a free Press.”

Natural History.

1. Give some account of the “strange weapons and devices adopted by different fish for protection and attack.”
2. Explain the following terms,—lenticels, periderm, annual ring, cortex, xylem, phloëm. Diagrams.
3. Write an essay from your own observation on (a), branch casting and tree form, or, (b), lichens.

Geography.

1. Describe briefly, with a rough sketch map, the territories for which England is responsible in East and West Africa.
2. Give some account of the importance of West Africa in very early days and its more recent history.
3. “The passage of a glacier . . . gives rise to peculiar features not produced by any other agent of denudation.” Describe these features, with rough sketches of any you have seen.

General Science.

1. Explain and illustrate what is meant when we speak of “the world inside the atom.”
2. What is a spectroscope? How has it produced a revolution in the study of astronomy?

Physiology and Hygiene.

1. Give some account of the work of the skin, and show why care of the skin is necessary. Diagram.
2. Explain, with a diagram, how muscles and bones work together.

Picture Study and Architecture.

1. Describe, giving a sketch of a detail, the “Man in Armour,” by Rembrandt.
2. By what characteristics would you recognize (a), Early Thirteenth Century, (b), Early Fourteenth Century architecture in England? Drawings. Describe some examples you have seen (or read of).

French.

1. Give an account, in French, of (a), a French country house, or, (b), *La Bastide Rouge* and its owner.
2. Translate Reproduction IV., p. 167 (Siepmann), "They left Bordeaux . . . the boat started."
3. Write 10 sentences about a shipwreck, introducing some irregular parts of the verbs *craindre*, *vaincre*, *paraître*, *reconduire*, *suivre*.

Latin.

1. Give the four principal parts of,—*dico*, *vivo*, *iubeo*, *sentio*, *mitto*.
2. Translate: (1) These islands are big, those are small. (2) Hannibal had led great forces into Italy. (3) We cannot send men to attack this city.
3. (a), Translate *Limen*, Ex. LI., line 4 (*Postquam*) to line 11 (*procedit*). (b), Read the Latin of (a), then write narration.

German.

1. Write, in German, the story of (a), *der Zaunkönig*, or, (b), *the death of Hercules*.
2. Give examples in sentences of 3 prepositions which govern both the Dative and Accusative Cases, and of 3 which govern the Genitive.
3. Write notes on the vowel changes of German strong verbs. Give the chief parts of 10 such verbs.

or, Italian.

1. Write, in Italian, a conversation between two people (a), in *Il piu Felici Bambino del Mondo*, or, (b), who are on their way to Italy.
2. Translate Ex. XLVIII. (p. 110, *Perini*), "Where did you buy . . . sailing vessel."
3. Show, in sentences, some irregularities of the following verbs,—*volere*, *venire*, *sedere*, *scrivere*, *udire*.

Arithmetic.

1. In what time will £2367 : 10 : 0 have a Simple Interest of £248 : 11 : 9 at $3\frac{1}{2}\%$?
2. Find the Compound Interest on £7482 for 2 years at $2\frac{1}{2}\%$.
3. A field has two parallel sides, one 120 yards long, the other 122 yards. The breadth of the field is 150 yards. Find the value of the field at £45 per acre.

Geometry.

1. In equal circles, equal chords cut off equal arcs.
2. The angles which a tangent to a circle makes with a chord drawn from the point of contact are respectively equal to the angles in the alternate segments of the circle.
3. If I is the in-centre of triangle ABC, prove angle BIC = $90^\circ + \frac{A}{2}$

Algebra.

1. Factorise: (i.) $3x^2 - 10x + 3$; (ii.) $9x^2 - (y+z)^2$; (iii.) $4 - x^2 + 2xy - y^2$; (iv.) $x^4 + 3x^2y^2 + 4y^4$.
2. By detached co-efficients divide: $2x^4 + 11x^3 - 2x^2 - 17x + 6$ by $x^2 + 5x - 2$.
3. If 3lb. of tea, 1lb. of coffee and 1lb. of butter cost 15/8; 1lb. tea, 3lb. coffee and 1lb. butter cost 15/-; and 1lb. tea, 1lb. coffee and 3lb. butter cost 14/4, find the price of each per lb.

Painting.

1. A sketch of a tree in winter from memory. Name it.
2. A child opening a door.

Musical Appreciation.

What (a), songs, (b), pianoforte music, (c), instrumental and orchestral music by Brahms have you heard? Write notes on one of them.

Recitations *

Father to choose two Bible passages and a poem.

Reading. *

Father to choose a poem and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song, and three exercises.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, April 4th. Papers to be posted on Saturday, the 9th, with no other enclosure.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the

papers for each child are not fastened together, (c), the name of the *member* does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.